

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST)

David A. Kilpatrick, Ph.D. © 2003, 2010, 2016  
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_  
Teacher: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Evaluator: \_\_\_\_\_

**INSTRUCTIONS:** See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for instructions on the PAST.

## RESULTS:

	Correct	Automatic	Highest Correct Level:	_____
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		
Basic Phoneme	____/10	____/10		
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
<b>Test Total</b>	<b>____/52</b>	<b>____/52</b>	(Non-automatic levels below highest automatic level)	_____

**Approximate Grade Level (Circle):**

PreK/K	K	late K/early 1st	1st	late 1st/early 2nd	2nd	late 2nd to adult
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Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. There are no formalized norms.

## I. SYLLABLE LEVELS

*Basic Syllable Levels (D, E2: Preschool to mid kindergarten; E3 - mid kindergarten to early first)*

### LEVEL D "Say *birthday*. Now say *birthday* but don't say *birth*."

FEEDBACK: "If you say *birthday* without saying *birth*, you get *day*. Okay? Let's try another one."

D1 (birth)day \_\_\_\_\_ (air)port \_\_\_\_\_ cow(boy) \_\_\_\_\_

D2 (num)ber \_\_\_\_\_ (en)ter \_\_\_\_\_ an(sw)er \_\_\_\_\_

Correct Automatic

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/3 A: \_\_\_\_/3

### LEVELS E2-3 "Say *November*. Now say *November* but don't say *No*."

FEEDBACK: "If you say *November* without saying *No*, you get *vember*. See how that works?"<sup>1</sup>

E2 (No)vember \_\_\_\_\_ (vol)cano \_\_\_\_\_ (re)member \_\_\_\_\_

E3 (won)derful \_\_\_\_\_ (bar)becue \_\_\_\_\_ (li)brary \_\_\_\_\_

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/3 A: \_\_\_\_/3

**Basic Syllable Total:** \_\_\_\_/12 A: \_\_\_\_/12

## II. ONSET-RIME LEVELS

*Onset-Rime Levels (Kindergarten to mid first grade)*

### LEVEL F "Say *fall*. Now say *fall* but don't say /f/."

FEEDBACK: "If you say *fall* without the /f/, you get *all*; *fall-all*."

/f/all → all \_\_\_\_\_ /s/and → and \_\_\_\_\_

/sh/own → own \_\_\_\_\_ /w/ait → ate \_\_\_\_\_ /c/are → air \_\_\_\_\_

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

### LEVEL G "Say *wood*. Now say *wood* but instead of /w/ say /g/."

FEEDBACK: "If you say *wood*, and change the /w/ to /g/, you get *good*; *wood-good*."

/w/ood /g/ → good \_\_\_\_\_ /m/ake /l/ → lake \_\_\_\_\_

/r/ed /s/ → said \_\_\_\_\_ /l/awn /g/ → gone \_\_\_\_\_ /b/oat /n/ → note \_\_\_\_\_

\_\_\_\_/5 A: \_\_\_\_/5

**Onset-Rime Total:** \_\_\_\_/10 A: \_\_\_\_/10

<sup>1</sup>Only use a phrase like "See how that works?" once during the test, the first time the student responds incorrectly or not at all.

### III. PHONEME LEVELS

*Basic Phoneme Levels (Late kindergarten to late first grade)*

#### LEVEL H

H1 (Deletion) **“Say *sled*. Now say *sled* but don’t say /s/.”**

FEEDBACK: “If you say *sled* without the /s/, you get *led*; *sled-led*.”

/s/led /s/ → led \_\_\_ /c/limb /c/ → lime \_\_\_

H2 (Substitution) **“Say *slide*. Now say *slide* but instead of /s/ say /g/.”**

FEEDBACK: “If you say *slide*, and change the /s/ to /g/, you get *glide*; *slide-glide*.”

/s/lide /g/ → glide \_\_\_ /b/rain /c/ → crane \_\_\_ /b/reeze /t/ → trees \_\_\_

**LEVEL I “Say *beam*. Now say *beam* but don’t say /m/.”**

FEEDBACK: “If you say *beam* without the /m/, you get *bee*; *beam-bee*.”

bea/m/ /m/ → bee \_\_\_ stor/m/ /m/ → store \_\_\_ pla/ne/ /n/ → play \_\_\_

si/z/e /z/ → sigh \_\_\_ cou/ch/ /ch/ → cow \_\_\_

**Basic Phoneme Total:** \_\_\_/10 A:\_\_\_/10

*Advanced Phoneme Levels (Late first to late second grade; Level M: Late second to late third grade)*

**LEVEL J (Substitution) “Say *sit*. Now say *sit* but instead of /i/ say /a/.”**

FEEDBACK: “If you say *sit*, and change the /i/ to /a/, you get *sat*; *sit-sat*.”

I. (short sound of vowel) s/i/t /a/ → sat \_\_\_ wh(e)n /i/ → won \_\_\_ r/o/ck /e/ → wreck \_\_\_

II. (long sound of vowel) r/ee/d /o/ → road \_\_\_ ph/o/ne /i/ → fine \_\_\_

#### LEVEL K

K1 (Deletion) **“Say *glide*. Now say *glide* but don’t say /l/.”**

FEEDBACK: “If you say *glide* without the /l/, you get *guide*; *glide-guide*.”

g/l/ide → guide \_\_\_ s/w/eet → seat \_\_\_

K2 (Substitution) **“Say *flute*. Now say *flute* but instead of /l/ say /r/.”**

FEEDBACK: “If you say *flute*, and change the /l/ to /r/, you get *fruit*; *flute-fruit*.”

f/l/ute → f/r/uit \_\_\_ s/p/eed → s/k/ied \_\_\_ s/m/ile → s/t/yle \_\_\_

**LEVEL L (Substitution) “Say *mouth*. Say *mouth* but instead of /th/ say /s/.”**

FEEDBACK: “If you say *mouth*, and change the /th/ to /s/, you get *mouse*; *mouth-mouse*.”

mou/th/ /s/ → mouse \_\_\_ see/d/ /t/ → seat \_\_\_ ge/t/ /s/ → guess \_\_\_

heal/th/ /p/ → help \_\_\_ mon/th/ /ch/ → munch \_\_\_

#### LEVEL M

M1 (Deletion) **“Say *send*. Now say *send* but don’t say /n/.”**

FEEDBACK: “If you say *send* without the /n/, you get *said*; *send-said*.”

se/n/d → said \_\_\_ de/n/t → debt \_\_\_

M2 (Substitution) **“Say *drift*. Now say *drift* but instead of /f/ say /p/.”**

FEEDBACK: “If you say *drift*, and change the /f/ to /p/, you get *dripped*; *drift-dripped*.”

dri/f/t → dri/pp/ed \_\_\_ wor(k)ed → wor(s)t \_\_\_ pa/s/te → pai/n/t \_\_\_

**Advanced Phoneme Total:** \_\_\_/20 A:\_\_\_/20

Correct Automatic

\_\_\_/5 A:\_\_\_/5

\_\_\_/5 A:\_\_\_/5

\_\_\_/10 A:\_\_\_/10

Correct Automatic

\_\_\_/5 A:\_\_\_/5

\_\_\_/5 A:\_\_\_/5

\_\_\_/5 A:\_\_\_/5

\_\_\_/5 A:\_\_\_/5